POLICY: VISUAL ARTS

PURPOSE:
Visual Arts includes art, craft and design. Students create visual artwork that communicate, challenge and express their own ideas and the ideas of others. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and interacting with the world around them. They learn about the role of the artist, craftsperson and designer and their contribution to society. Students learn about the relationship between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express their ideas and beliefs. Visual Arts engages students in a journey of discovery, experimentation and problem-solving utilising visual techniques, technologies, practices and processes. Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists and their artworks. Students apply visual arts knowledge in order to make critical judgements about their own work and the work of others.

AIMS:
- To develop the students' conceptual and perceptual ideas and expressions through participation and art appreciation.
- To provide opportunities for students to utilise visual arts techniques, materials, processes and technologies.
- To develop critical and creative thinking about processes and techniques and apply aesthetic judgement.
- To develop a respect for and acknowledgement of diverse histories, traditions and cultures of artists, craftspeople and designers.
- To develop enjoyment and curiosity in students through engagement in visual arts through making, sharing, viewing, discussing, interpreting and evaluating.
- To embed the elements and principles of Visual Arts and focus on the student as an artist and viewer and for the student to focus on learning through making and responding.

IMPLEMENTATION:

- The Victorian Curriculum is the framework for the Visual Arts Program. The Visual Arts program is constructed around four strands: Exploring, Developing Practices, Creating and Presenting. All four strands involve Making and Responding.
- As students progress through the levels of Visual Arts, their knowledge, understanding and practices as artists and viewers increases through exposure to a range of artists and artworks.
- The areas of Visual Arts: drawing, printmaking, collage, painting, modelling, threads and textiles and construction are the components of the Visual Arts Program.
- The art elements of line, colour, tone, texture, shape and form and the art principles of balance, contrast, emphasis/focal point, movement, repetition (pattern), rhythm, scale, space, unity, and variety are embedded within the Visual Arts program.

- Learning in Visual Arts involves students making and responding to their own artworks and the artworks of others.
- Students engage with, and develop knowledge of visual arts, skills, techniques and processes and use materials as they explore a range of styles, forms and contexts.
- A differentiated curriculum is provided to ensure that students are both challenged and supported in their learning in Visual Arts.
- Assessment strategies include anecdotal notes, observations and checklist of skills.
- Visual Arts is promoted within the school and in the school community through regular contributions to the newsletter, local art competitions, school displays and the annual Art Exhibition.
- Professional Development is undertaken to extend teacher expertise, skills, techniques and knowledge in Visual Arts.
- The Visual Arts program is implemented by Visual Arts teachers. Each student will participate in one 50 minute lesson per week.

POLICY REVIEW AND APPROVAL:

Policy last reviewed	12/8/2025
Consultation	Consultation with school council and approved by School Council
Approved by	James Bell, principal
Next scheduled review date	September 2029